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A DIFFERENTIAL STUDY OF CALIFORNIA JUNIOR COLLEGE TRANSFER STUDENTS AT THE UNIVERSITY OF CALIFORNIA, BERKELEY.

BY- LEE, DONALD C. SUSLOW, SIDNEY
CALIFORNIA UNIV., BERKELEY, OFFICE OF INST. RES.

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CONCERN FOR EXPANDING ENROLLMENT IN THE UNIVERSITY AND THE FORESEEN NECESSITY FOR LIMITING ENROLLMENT BEYOND PRESENT STANDARDS LED TO PREPARATION OF THIS STUDY. A SOMEWHAT SIMILAR QUESTION REGARDING PERFORMANCE OF FRESHMEN STUDENTS HAD BEEN DELIMITED IN 1963-64 AND PROVIDES A PARALLEL FRAMEWORK, AS WELL AS A BASIS FOR SOME COMPARISONS OF PRESENT DATA ON JUNIOR COLLEGE TRANSFER PERFORMANCE. A SAMPLE OF 660 TRANSFER STUDENTS ENTERING BERKELEY IN 1961 AND 1962 WAS STUDIED WITH RESPECT TO INITIAL PREPAREDNESS FOR UNIVERSITY WORK, GRADE POINT AVERAGE, AND PROGRESS TOWARD GRADUATION. RESULTS OF THE STUDY INDICATED THAT--(1) THE JUNIOR COLLEGE GPA WAS GENERALLY PREDICTIVE OF THE UNIVERSITY GPA, (2) ONLY 38 PERCENT OF THE STUDENTS COMPLETED DEGREE REQUIREMENTS IN FOUR SEMESTERS, (3) WHILE 42 PERCENT OF THE TRANSFER STUDENTS WENT ON PROBATION AT THE END OF ONE SEMESTER AND 34 PERCENT OF THESE WERE SUBSEQUENTLY DISMISSED, 71 PERCENT OF THOSE WHO WERE READMITTED WERE SUCCESSFUL COMPARED TO 74 PERCENT OF THOSE WHO ATTENDED CONTINUOUSLY, (4) CHANGE OF MAJOR DID NOT SEEM TO IMPEDE THE TRANSFER STUDENT'S CHANCE OF SUCCESS, AND (5) THERE WAS NO EVIDENCE THAT THE AMOUNT OR NATURE OF PREPARATION IN ANY PARTICULAR AREA OF STUDY SUBSTANTIALLY AIDED STUDENT WORK AT BERKELEY. TABLES ARE APPENDED. (AL)

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A DIFFERENTIAL STUDY OF CALIFORNIA JUNIOR COLLEGE TRANSFER STUDENTS

UNIVERSITY OF CALIFORNIA, BERKELEY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Differential Study of California Junior College Transfer Students at the University of California, Berkeley

Donald C. Lee
Sidney Suslow

Office of Institutional Research
University of California
Berkeley, California

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Forward

During the academic year 1963-64, the Berkeley Academic Senate Committee on Admissions and Enrollment was deeply involved with the problem of limiting the total student registration number for the first time in the history of the University. In their attempts to devise an equitable and feasible solution, the Committee sought answers to underlying factors which influence student behavior and performance. This study is the result of a set of specific questions asked by the Committee and, in particular, by the then-presiding chairman, Professor Walter D. Knight, regarding students who transfer at the junior class level from California junior colleges.

Somewhat similar questions, which had been asked by the Committee early in 1963-64, regarding new freshmen students from California high schools resulted in a publication in August, 1964.[1] The present study parallels the freshmen study in its emphasis on, and perhaps unique consideration of, the differential performances of students when they are grouped by levels of scholastic performance as measured by the grade-point average.

The results of this study reaffirm conclusions of other studies of scholastic performance which establish that the grade-point average is not a meaningless statistic, but, rather, a relatively reliable measure of the complex factors which influence academic success.

For further study of junior college transfer students, the reader's attention should be drawn to a recent comprehensive analysis on a national scope titled Factors Affecting Performance of Transfer Students from Two- to Four-Year Colleges.[2] Although the study presented here is a narrow analysis at a local level, it incidently confirms a few of the findings at the national level.

Sidney Suslow

1. A Study of the Academic Performance of a Sample of Fall, 1961, Freshmen from California High Schools, S. Suslow.
2. Center for the Study of Higher Education, University of California, Berkeley, 1964, Dorothy M. Knoell, Leland L. Medsker.

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To Professor Walter D. Knight, we express our appreciation for his interest and efforts in formulating the problem and reviewing the preliminary results.

Donald C. Lee

Sidney Suslow

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METHODS, PROCEDURES, AND POPULATION SAMPLES

Statement of Purpose

In the summer of 1964, the Committee on Admissions and Enrollments, then chaired by Professor Walter Knight, requested that this Office attempt to answer some questions about junior college transfer students entering Berkeley. In the compilation of information for these questions, additional areas of study which seemed pertinent were included. This report includes information on a sample of 660 transfer students entering Berkeley in the falls of 1961 and 1962, and compares such things as their initial preparedness for university work, their grade point averages, and their progress toward graduation. Also included are some comparisons of the transfer students to a sample of 626 entering freshmen. Freshmen figures were taken from A Study of the Academic Performance of a Sample of Fall 1961 Freshmen from California High Schools, published in August, 1964.

More specifically this report will attempt to answer the following questions:

1. How predictive of success at the University of California, Berkeley, is the grade point average acquired at a California junior college?

2. Are the junior college transfer students generally prepared to enter a program of upper division work at Berkeley?

3. Are the transfer students taking a normal period of time to graduate from Berkeley?

4. If a transfer student goes on probation, does he have a fair possibility of subsequent success?

5. Does change of major or failure to choose a major impede a transfer student's chances of success?

6. Does failure to satisfy the Subject A, American Institutions, or American History requirements prior to entrance to Berkeley affect the transfer student's chances of success or slow him down?

7. Is the transfer student adequately prepared in English and speech, foreign languages, and the requirements for his major? How does his preparation affect his success?

These questions are answered with respect to such factors as persistence, probation, readmission, success, change of major, and amount of upper division work undertaken during the first year.

Scope of the Data and Limitations

From the Admissions Reports* of the fall semesters of 1961 and 1962, 660 transfer students from California junior colleges who had 56 or more units (the minimum for admission to junior standing) were selected for this study and divided into four major groups according to their grade point averages (GPA) attained at the institution last attended or at the place where the bulk of their work was completed. These groups are designated in this report by the numbers 1, 2, 3, and 4, group 1 being those students who had the lowest GPA's and group 4, those who had the highest GPA's.

One limitation, which must be carefully considered, is that, since some students attended more than one institution prior to admission to Berkeley and their units and grades at these other schools were not reported in the Admissions Reports, the number of units in many instances is understated, and the grade point averages do not reflect college level work from all institutions attended prior to entrance to Berkeley.

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* The Admissions Report lists names, transfer schools, and GPA's of new students.

Another limitation of the data occurs in some cases such as comparisons on persistence, where only the 1961 entering group of juniors can be used for discussion. For example, at the time the data were compiled in the summer of 1964, only among the 1961 students could there have been some who had attended continuously in order to have completed their fifth or sixth semesters.

Also to be noted is the fact that the sample of sudents were selected on the basis of their GPA earned at the junior college whenever those GPA's fell within predetermined GPA groupings as shown in Table A. This selection means that junior college transfer students with GPA's different from the groupings were not included in this report (e.g., not included were students with GPA's between 2.31 and 2.39; see Table A). Although the probability is small that these students perform appreciably differently from those selected, the reader should be informed that the sample was not random insofar as GPA is concerned.

To provide comparative data, the procedures used and the types of data gathered were similar to that of the earlier Freshmen Study. The freshmen were divided into groups A, B, and C by the GPA acquired in high school, the C group being that with a GPA of 3.0 to 3.2; B, 3.3 to 3.7; and A, 3.9 to 4.0.

A final limitation is the lack of data for a comparison of the transfer juniors with those juniors who entered Berkeley as freshmen; thus, the degree of preparedness of transfer students for upper division work in general has not been studied. This report concentrates mainly upon comparisons among junior college transfer students of different scholastic attainments.

Number of Students in the Sample

Table A shows that the first and fourth groups contain small numbers of students; thus, this report often compares the two lower (1 and 2) with the two upper (3 and 4) groups to give a larger number of cases from which to derive more reliable generalizations.

Slightly more than three-fourths of the 660 students are men, and a slightly greater proportion of the men are in the lower groups than in the higher (see Table 1).

TABLE A: Junior College Transfer Students
NUMBER OF STUDENTS SELECTED FOR THIS STUDY
BY YEAR OF ENTRY AND GPA GROUP

Group	Junior College GPA	Entered Fall 1961	Entered Fall 1962	Total Number	Percent of Total
1	2.00 - 2.30	21	33	54	8%
2	2.40 - 2.70	144	146	290	44%
3	2.90 - 3.20	114	122	236	36%
4	3.50 - 4.00	38	42	80	12%
Total		317	343	660	100%

Accumulated Units Prior to Transfer

The sample of junior college transfer students for this study was drawn from those students who had at least 56 units of junior college work but who may have accumulated more than 70 units prior to entering Berkeley. Most of the junior transfer students had earned between 60 and 69 units, and over one-quarter had earned 70 or more units.

Since only 70 units of junior college work are accepted toward the University of California requirement of 120 units* for graduation no matter how many units a junior college transfer student has accumulated prior to transfer, he must take an additional 50 or more units at Berkeley.

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* Most undergraduate degrees require 120 semester units, but some require more.

This report studies the effect of the student's preparation on his eventual degree of success, the time it takes him to graduate, and in particular the amount of upper division work he takes his first year at the University of California, Berkeley.

TABLE B: Junior College Transfer Students
PERCENTAGE DISTRIBUTION OF STUDENTS IN THE GPA GROUPS BY TOTAL UNITS EARNED PRIOR TO ENTRANCE TO BERKELEY

Total Units Earned Prior to Entrance	Percentage Distribution of Students				
	Group 1	Group 2	Group 3	Group 4	Total
56 - 59	15	12	9	6	11
60 - 69	50	55	65	66	60
70 - 79	15	20	14	23	18
80 - 89	20	9	7	3	8
90 - 99	--	3	3	3	3
100+	--	1	1	--	*
Total Percent	100	100	100	100	100
Number of Students	54	290	236	80	660

* less than 1%

NOTE: Percentages in this and following tables have been rounded to the nearest whole number; thus, they may not add to exactly 100%.

Major Area of Preparation and Area of Study Entered

Although one of the purposes of this report was to find out how well prepared junior college transfer students were in their major field of study, the report could not, because of the small numbers of students involved, study each major independently. The students were divided into eight broad fields of study. Table C shows that almost twice as many junior college transfer students as freshmen from high school enter engineering (27% of transfer students, 14% of freshmen) and twice as many enter the combined fields of chemistry, agriculture, and environmental design (9% of transfer students, 5% of freshmen); however, twice as many freshmen as junior college transfer students enter biological sciences (16% of freshmen, 8% of transfer students).

Among both junior college transfer students and freshmen who select a major in the physical sciences are more students in the higher than lower GPA groups; of those students entering the professional fields or not choosing a major, a larger proportion are in the lower GPA groups.

While students who entered the fields of social sciences and engineering, both freshmen and transfer students, appear to be distributed uniformly across the range of GPA's represented in this report, the other fields of study show variations between the freshmen and junior transfers as to the proportions who come to Berkeley with high or relatively low scholastic records. The percentages shown in Table C should be compared across the row and within each section of the table, freshmen and junior transfer students, to derive relative scholastic standing at entrance to Berkeley.

TABLE C: Entering Freshmen and Junior College Transfer Students
COMPARISON OF THE PERCENTAGE DISTRIBUTIONS OF THE GPA GROUPS FROM CALIFORNIA HIGH SCHOOLS AND JUNIOR COLLEGES BY FIELD OF STUDY CHOSEN AT BERKELEY

Field of Study Chosen at Berkeley	Entering Freshmen				Junior College Transfer Students				
	GPA Group				GPA Group				
	3.0-3.2 C	3.5-3.7 B	3.8-4.0 A	Total	2.0-2.3 1	2.4-2.7 2	2.9-3.2 3	3.5-4.0 4	Total
	%	%	%	%	%	%	%	%	%
Humanities	15	12	17	15	4	8	19	15	12
Social Sciences	21	22	18	20	17	18	22	20	20
Biological Sciences	15	13	19	16	13	8	8	6	8
Physical Sciences	9	13	17	13	9	9	7	16	9
Letters and Science--No Major	14	15	11	13	4	5	1	--	3
Engineering	15	16	12	14	30	26	27	33	27
Chemistry, Agriculture, Environmental Design	4	6	4	5	15	11	8	3	9
Professional Schools	6	3	1	3	9	15	8	8	11
Total	100	100	100	100	100	100	100	100	100
Number of Students	222	172	232	626	54	290	236	80	660

Definitions

The following terms are used in this report:

The upper groups of students are groups 3 and 4, with junior college GPA's of 2.90 to 4.00.

The lower groups of students are groups 1 and 2, with junior college GPA's of 2.00 to 2.70.

Success means that the student either has graduated, has left Berkeley with higher than a "C" average, or was continuing his education at Berkeley when these data were compiled (even if previously dismissed and readmitted).

Failure refers to the student who was dismissed or withdrew from Berkeley with less than a "C" average and was not enrolled at the completion of this study.

Persistence refers to the number of semesters attended between the time the student entered and the time he graduated. An additional factor considered in persistence is that of students who withdraw or are dismissed but who return to the University.

Load is the number of units taken by the student in one semester.

Major at entrance is taken as the one listed as the student's major on the study list he files his first semester at Berkeley. No Major indicates that the student did not list a major on his study list, although he may have chosen one shortly thereafter.

Final Major is the major last recorded upon graduation, withdrawal, or dismissal.

Change of Major indicates a difference between the major at entrance and the final major. No record was made of changes which may have occurred between those two times. "No change" would simply indicate no difference between the major at entrance and the final major, but if a student began in physics, changed to biophysics, then changed back and graduated in physics, he would be recorded in the "no change" group (the number of such changes is small).

Preparation can refer either to the total number of units transferred from junior college or to the number of units accumulated in some particular area of preparation, such as English and speech or another specified field of study. As noted previously, the number of units accepted by the University for transfer does not always represent a student's entire college work (see "Scope of the Data and Limitations," page 2); however, the units reported in particular areas of preparation do reflect all previous college work.

Units of Preparation

1. In counting the number of units taken in foreign language in junior college (and years taken in high school) only the maximum number of units (or years) taken in any one language was considered. The high school and junior college languages may not be the same.

2. In compiling information on preparation in the major field, the departmental criteria for adequate preparation were followed; therefore, comparison of preparation between subject areas is difficult. Only the following were counted:

for physical sciences majors: up to 16 units of math, 12 units of physics, 10 units of chemistry; maximum 38 units in physical sciences. Units in excess of these figures were not counted.

for biological sciences majors: up to 12 units of biological sciences, 12 units of physics, 13 units of chemistry; maximum 37 units.

for social sciences and humanities majors: all units in social sciences and humanities except the first 6 units of English or speech and the first 12 units of foreign language.

for engineering majors: all units of mathematics, physics, and engineering.

for chemistry, agriculture, and environmental design majors: all units of mathematics, physics, chemistry, and biological sciences.

for professional schools majors: all units of mathematics, chemistry, physics, biological and social sciences.

SUMMARY OF RESULTS

1. How predictive of success at the University of California, Berkeley, is the grade point average acquired at a California junior college?

The junior college GPA is generally predictive of the University GPA when the averages of the groups are compared (see Table 14). The grade point differential (numerical difference between GPA's) is greater for the higher groups, 3 and 4, but their standing remains relatively higher from the first to the last semester at Berkeley. In particular, the final average Berkeley GPA of group 1 is 2.03, which is very close to the minimum GPA (2.00) acceptable for graduating or continuing at the University. Since the average junior college GPA of group 1 is 2.19, and since either the work at the University of California at Berkeley is more difficult than junior college work, or the competition for grades is greater, or both, the junior college student who enters with a GPA only slightly above the minimum requirement cannot afford a high negative differential while adjusting to university-level work. Only 56% of the group 1 junior transfers are successful, compared to 66% of group 2, 80% of group 3, and 94% of group 4 (see Table 4).

2. Are the junior college transfer students generally prepared to enter a program of upper division work at Berkeley?

The findings of the report show that the majority (60%) of the transfer students, those who had earned between 60 and 69 units of junior college work, took 64% of their first semester's work in upper division courses; the students who transferred with 56-59 units took an average of only 49% upper division work the first semester. The lowest GPA group, group 1, averaged only

56% upper division work the first semester, compared to 74% for group 4 (see Table 34). In general, the lower the group for the transfer students and the fewer units of preparation at entrance to the University, the less upper division work undertaken the first semester, and the higher the group and the more units of preparation, the more upper division units taken the first semester.

3. Are the transfer students taking a normal period of time to graduate from Berkeley?

A junior college transfer student with 56 or more units should require only four semesters to complete his degree requirements in most curricula; however, only 38% of the students completed in that amount of time. In particular, only 20% of group 1 and 30% of group 2 graduated by the end of their fourth semester, compared with 45% of group 3 and 61% of group 4 (see Table 10). By the end of the sixth semester these percentages increased to 43% (1), 51% (2), 69% (3), and 71% (4).

4. If a transfer student goes on probation, does he have a fair possibility of subsequent success?

Many transfer students from the junior colleges appear to have a difficult time adjusting to university-level work, as reflected in particular by the fact that the average first semester GPA of each of the two lower groups is less than the 2.00 minimum. Forty-two percent of all transfer students go on probation (ranging from 65% of the lowest group to 9% of the highest GPA group), and 34% are subsequently dismissed (ranging from 49% of the lowest group to 24% of group 3) (see Table 8). Among those transfer students who are dismissed or who withdraw and who are subsequently readmitted to Berkeley, 71% are successful, compared to 74% of those who attend continuously (see Table 9).

5. Does change of major impede a transfer student's chances of success?

Making a change of major does not seem to impede the transfer student's chances of success. Of those students who changed majors, 67% graduated or were continuing--exactly the same percentage as for those who did not change (see Table 37).

6. Does failure to satisfy the Subject A, American Institutions, or American History requirements prior to entrance to Berkeley affect the transfer student's chances of success or slow him down?

Failure to satisfy the Subject A requirement upon entrance does not seem to be an impediment to success, as is indicated by the fact that there is little difference between the final GPA's or rates of success of those who did and those who did not satisfy the Subject A requirement at entrance (see Tables 20 and 23).

As to the American History and American Institutions requirements, the findings are that for the total sample of 660 students those who satisfy these requirements earn a final cumulative GPA at Berkeley which is .22 to .28 higher than that of those who do not satisfy the requirements prior to entrance (see Table 20).

7. Is the transfer student adequately prepared in English and speech, foreign languages, and the requirements for his major? How does his preparation affect his success?

Results are inconclusive in regard to preparation in these fields. The transfer student who had less preparation in English and speech achieved a slightly higher GPA at Berkeley (see Table 26). A possible explanation is that the male junior transfer students, who take less English and speech, are in fields other than the humanities, and these male students earn higher GPA's (see Table 16). In the same manner, there is no evidence that the amount or nature of preparation in any particular area of study substantially aids one's work at Berkeley (see Tables 24 through 32).

Part 1: Success

An examination of the junior college transfer students, by major field and GPA group, as to how their performance is affected by probation and readmission, when compared with freshmen, showed that the transfer students do badly upon entrance to Berkeley, as is indicated by the larger percentage of them on probation; however, the transfer students are generally more successful than freshmen after the initial adjustment period (see Tables 4 through 9).

Two-thirds of all the transfer students included in this study either were still enrolled or had graduated by the spring of 1964 (see Table 4). Students in the lowest group (1) had a five out of ten chance of graduating or continuing; students in the highest group (4) had a considerably better chance, more than eight out of ten, while the other two groups fall within this range. Seven percent of all the students withdrew before completing their degree requirements with better than a "C" average; the percentages were higher for the upper groups (10% for group 4 and 8% for group 3) than for the lower groups (4% for group 2 and 6% for group 1).

A significant number, if not a majority, of the upper groups who withdraw from Berkeley with better than a "C" average are students who transfer to the San Francisco campus to pursue work in the health sciences.

One-fourth of the students either were dismissed or withdrew with less than a "C" average; of this one-fourth, 75% were students in the lower groups. An average of 3% in all groups left Berkeley before a semester was completed; the range was from 1% to 6% (see Table 4).

Success by Field of Study

A distribution of the successful transfer students by field of study shows that the percentage of continuing or graduating students tended to be higher in the fields other than letters and science (i.e., professional schools and engineering, agriculture, chemistry, and environmental design). All the areas within letters and science had percentages between 42% and 66% compared to the 67% average for all fields of continuing or graduating students (see Table 7). This apparent difference in success diminishes when another factor is considered, namely the number of students who withdraw in good standing. As many as 21% of the students in biological sciences and 16% in humanities left Berkeley with better than a "C" average, compared to the percentage of 7% for all students. As noted previously, one reason for the departure from Berkeley of these large numbers of biological sciences majors with better than a "C" average might be that many of the professional curricula at the medical school in San Francisco often begin after or by the junior year. When the percentages for the graduating and continuing students are added to the percentages of students withdrawing with greater than a "C" average, the range among the fields of study narrows (except for the no-major group). Letters and science students who chose no major field at entrance to Berkeley had the highest percentage of unsuccessful students and also the highest percentage of students on probation.

A comparison of Table 7 with Table 2 shows that there is no relationship between GPA and the success of students entering a field. For instance, a majority of social sciences majors, who are 71% successful, are in the upper GPA groups, whereas a large majority of professional majors, who are 82% successful, are in the lower GPA groups.

Success of Continuing and Readmitted Students

An examination of 569 students, among the 660 in the study, who attended Berkeley continuously (took no leave of absence) shows that three-fourths were successful; i.e., they either had graduated, had withdrawn with better than a "C" average, or were

continuing. Among the 91 students who took a leave of absence or were dismissed and later were readmitted to the University, the proportion of those successful is almost the same as among the students who attended continuously, about three-fourths (see Table 9).

For groups 2, 3, and 4, the percentages were quite similar for success and failure among those students readmitted, as well as for those students who never had to be readmitted; however, for group 2, the percentages for the successful students in both categories were lower. A similar breakdown for group 1 showed that of those who attended continuously, only half were successful; of those readmitted, three-fourths were successful. However, the numbers involved are small (45 never readmitted, 9 readmitted).

One may conclude that whether or not a student interrupts (not to be confused with discontinues) his studies at Berkeley for one reason or another has little or no bearing on his eventual successful performance at Berkeley.

Success and Probation

Almost three-fifths of the transferring students were never on probation while at Berkeley (see Table 8). Almost all of these students were successful. Among the GPA groups, however, there was a wide range in the proportions of students who performed well enough to avoid being placed on probation (as many as 91% in group 4, with the percentages declining to a low of 35% for group 1). The proportion of successful students who had never been on probation, however, was high for all groups, from 100% (4), to 89% (1). Two percent of the non-probationary students were dismissed (some colleges have no probationary period as such, and some regulations permit dismissal without probation).

Forty-two percent of the junior college transfer students were on probation at least once; percentages were: 6%, group 1; 56%, group 2; 32%, group 3; and 9%, group 4. A third of all these students were dismissed; percentages ranged from 24% for group 3 to 49% for group 1. An additional 17% of the probationary students withdrew from Berkeley with less than a "C" average. Adding the percentage of probationary students who withdrew with less than a "C" average to the percentage of probationary students who were dismissed brings all four groups to an almost equal standing: 54%, group 1; 53%, group 2; 45%, group 3; and 58%, group 4. The potentially better student apparently elects to withdraw before he is dismissed.

A larger percentage of junior college transfer students were on probation (42%) than were freshmen (35%), but a much smaller percentage of junior college transfer students were dismissed or withdrew with less than a "C" average. Seventy percent of freshmen on probation were unsuccessful (including 50% dismissed), compared to 51% of transfer students on probation who were unsuccessful (including 34% dismissed).

Among the students who were never on probation, 11% of the freshmen were unsuccessful, compared to 2% of similar transfer students. This may indicate, as noted above, that the initial adjustment period for transfer students was more difficult, but that once they adjusted, they were more likely to succeed (see Table 8).

Part 2: Persistence

Another gauge of the achievement of junior college transfer students is their persistence (i.e., the number of semesters attended between the time the student enters and the time he graduates; an additional factor would be students who withdraw or are dismissed but who return to the University). The normal junior college transfer student, who does not take summer sessions to shorten his stay, is expected to complete his studies and graduate after four semesters. Exceptions to this normal expectation would be students who major in environmental design or in some engineering fields where the programs require more than 120 units for graduation. This phase of the study was designed to investigate two factors in particular: (1) the rate of graduation for each of the groups within the four semester period, and (2) the attrition rate of junior college transfer students as a criterion of ability to succeed (see Tables 10 through 13).

Persistence and Graduation by the Fourth Semester

By the end of the fourth semester, two-thirds of the students were still enrolled at Berkeley; the percentages by group ranged from a low figure of 54% for group 1 to a high figure of 78% for group 4, with the other groups falling within this range (see Table 10). Although junior college transfer students who enter the University with 56 or more units and who carry 16 or less units per semester should require only four semesters to complete their degree requirements in most curricula, only 38% of these students did so. Very wide differences in the percentages occurred, however, for the four GPA groups under study: the top group (group 4) graduated 61% by the fourth semester, and the others, in descending scholastic order, graduated 45%, group 3; 30%, group 2; and 20%, group 1. Information on the Fall 1961 entering transfer students shows that roughly another 18% of the students graduate within the next two semesters (57 among the 317 in the Fall 1961 class). If a similar graduation percentage can be assumed for students who were admitted in Fall 1962, an additional 62 would have graduated by the sixth semester. Thus, the 38% in four semesters becomes 56% of the students who would probably graduate by the end of six semesters (see Table 10).

Freshmen and Transfer Student Attrition

New freshmen from high schools and new juniors from junior colleges show a remarkably similar pattern of persistence through the first four semesters on campus. Of course, the freshmen are working through the lower division level, while the junior transfers are working through the upper division level; nevertheless, the drop-out rates for the total populations under study differ by only 1% to 3% each semester. The percentage remaining enrolled at Berkeley declines from 100% to 98%-96% at the end of the first semester, then 91%-88% the second semester, then 71%-72% the third, and 62%-65% the fourth, freshmen and junior transfers respectively.

The high GPA group (4) among the junior transfers has the lowest drop-out rate in the last two semesters, and this low rate raises the overall rate for all transfer students slightly over that for the total freshmen group (see Table 11).

By the end of the fourth semester the lowest GPA groups in both the freshmen entrant and junior transfer populations were reduced by half their numbers, while the highest GPA groups in each population lost only one-quarter of their numbers.

Attrition and Graduation--Men and Women

Although, in general, fewer women transfer students than men completed a third or fourth semester at Berkeley, the women were more successful than men in graduation by the end of the second year of attendance, 46% compared to 36%, respectively. This is not inconsistent, since many men who complete the fourth semester without graduating continue into the fifth semester and beyond before graduating (see Tables 13A and 13B).

Part 3: Grade Point Average

One criterion of the success of the junior college GPA groups, relative to each other, and of junior college transfer students in general, compared to those who enter as freshmen, is the level of the GPA achieved by the end of their studies at Berkeley. Comparisons of the first semester GPA at Berkeley to the junior college GPA and to the final University GPA are useful as indications of preparedness for work at the university level (see Tables 14 through 17).

Differential

The average GPA for all students declined in the first semester at the University; however, some of the loss was regained by the final semester here. The initial decrease in grade point averages was more marked for students in groups 3 and 4 (i.e., those coming to the University with higher junior college grade point averages) than for the students in groups 1 and 2; however, the averages for students in groups 1 and 2 dropped below the 2.0 requirement for students in good standing during the first semester. Comparisons of the transfer students' grade point averages between the first semester and the final semester indicate that the improvement in averages is greater for students in groups 1, 2, and 3, than for those in group 4. This is not surprising, since the students in groups 1 and 2 were forced to improve or risk dismissal, and students in group 3 could more easily raise a low "C" average to a "C+" than group 4 students could raise their average above a "B."

GPA and Probation

High school and junior college GPA's cannot be compared directly. The freshman enters a higher level of competition than that experienced in high school with peers who are at the same disadvantage; the junior college transfer student enters a

higher level of competition with students who have already been competing at that level for two years. The factor of competition may explain in part the fact that large numbers of transfer students go on probation (see Table 8).

The majority of transfer students coming to Berkeley with low grade point averages tended to be on probation one or more times; 65% and 56% of students in groups 1 and 2, respectively, were on probation at some time. For students with high GPA's the percentages on probation at some time were 32% for group 3 and only 9% for group 4. Students on probation managed to raise their GPA's, but for the lower groups the increase was not sufficient to maintain a 2.0 average. Students in groups 3 and 4 who had been on probation increased their averages almost one-half point, so that their final averages exceeded the 2.0 minimum. For reasons noted above, in all groups except 4, those students who were never on probation increased their grade point averages by approximately 0.1 of a point from their first to their final semester; the average GPA for students in group 4 decreased slightly (see Table 17).

GPA and Field of Study

Due to the small numbers of students in the sample used in this study, comparisons by field of study are difficult (see Table C). Some of the GPA groups have only a handful of students in some of the fields of study even though the more than one-hundred different majors on campus have been reduced to seven areas. With few exceptions, regardless of the general field of study, such as humanities or biological sciences, etc., the junior college transfer student who entered with a high GPA managed to leave the University with a higher GPA than the transfer student in the same field of study who entered with a low GPA.

The grade-point differential between the entering and final GPA varies more as a function of the student GPA grouping as classified in this study than as a function of the general field of study; that is, the higher the GPA grouping, the greater the negative differential (see Table 16).

Part 4: Units of Preparation

To transfer to Berkeley with junior standing, a student must have completed at least 56 units of college work, but regardless of how many units have been earned by the student prior to transfer, no more than 70 units are accepted by the University as credit toward graduation. Is there any advantage or disadvantage in taking more than 70 units prior to entering Berkeley, for instance, in the amount of time required to graduate? Do students who enter with a minimum number of units, 56-59, perform as well as others?

One measure of the advantage of having more than 70 units of college credit prior to entering the University might be the rate of persistence. A safe surmise would be that the student who has collected excess units might be better prepared to take more advanced courses and thus accelerate his progress through the number of required units for graduation. In practice, the accumulation of more than the required number of units needed to enter Berkeley at the junior class level has little effect on the rate of persistence (see Table 18). Students with 70 or more units at entrance to Berkeley have a slightly greater chance of graduating at the end of their fourth semester at Berkeley.

Although the average first semester GPA of those with 56-59 units preparation (2.13) is not much lower than the average first semester GPA of all transfer students (2.20), comparison of three factors--junior college GPA, units of preparation, and percent of upper division work undertaken the first year--seems to be generally predictive with some exceptions of the first semester GPA (see Table 34). This comparison shows that (1) the higher the junior college GPA, (2) the more units of preparation at entrance, and (3) the more upper division work taken the first year at Berkeley, the higher one's first semester Berkeley GPA is apt to be.

Table 19 shows a distribution of the transfer students by field of study and units of preparation at entrance to Berkeley. Most of the fields of study, humanities, biological sciences, physical sciences, the combined group of agriculture, chemistry,

and environmental design, and the professions, have more or less evenly distributed numbers of students in the various intervals of unit preparation ranging from 56-59 to 90-99 and 100+. The social sciences students show very little tendency to take more units than necessary for transfer, but the engineering students have a very high tendency to do so.

Part 5A: Special Requirements for Admission and Graduation: Subject A, American History, and American Institutions

Subject A

If the transfer student fails to satisfy the Subject A requirement*, either by a suitable junior college course or by examination, he must take the Subject A course his first semester at Berkeley, and each subsequent semester, until he passes it. Does failure to satisfy the requirement affect the student's success, or impede his rate of progress toward graduation? Does the Subject A course aid the student significantly? The conclusions are limited because of the small numbers involved; only 7% of the transfer students failed to satisfy the requirements upon entrance. An examination of these small figures by group would hardly be meaningful; thus, only general observations are made on all the transfer students who satisfied the requirement, as compared to all who did not.

The GPA of those students who satisfied the Subject A requirement is only slightly higher than the GPA of those who did not. The small difference suggests that satisfaction of the Subject A requirement is not a significant indicator of achievement at Berkeley as measured by GPA (see Table 20). Of those who satisfied and those who did not satisfy the Subject A requirement, almost equal proportions were on probation, about 41% (see Table 21). Satisfying or not satisfying the requirement also had no influence on the amount of time required to graduate or on the student's persistence or success (see Tables 22 and 23).

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* "satisfied requirement at admission," in reference to Subject A, American History, and American Institutions, includes retroactive actions by the Office of Admissions to credit students with satisfaction of the requirement by a course taken at a junior college, although the course was not used to satisfy the requirement at the date of admission to the University.

American History and American Institutions

The student is also required for graduation to pass requirements (satisfied by examination or course work) in American History and American Institutions. Only 8% of the junior college transfer students had not satisfied the American History requirement at entrance to Berkeley, and their average GPA was 0.28 points lower than students who did satisfy the requirement. However, in group 1, the average GPA of those who did not satisfy the requirement was 0.20 points higher than that of those who did (see Table 20).

Similar results were obtained in the American Institutions requirement, which 10% of the students failed to satisfy at entrance. The average GPA of students who did not satisfy the requirement was 0.22 lower in grade points and the GPA of group 1 students who did not satisfy the requirement was 0.10 higher (see Table 20). The small number of transfer students from junior colleges who did not satisfy these requirements prevents any meaningful discussion of real differences in performance between this group and the majority who did satisfy the requirements. Except for group 1, however, the figures in Table 20 would indicate that the minority who do not trouble themselves to satisfy the American History and American Institutions requirements before they enter the University are not as good scholastic performers as those who do satisfy them.

Part 5B: Special Requirements for Admission and Graduation: Other Requirements

Since most schools and colleges in the University require that a student have certain general preparation before entering his major field of study, an examination was made to discover whether the preparation of the junior college transfer students is adequate.

The findings of this study do not indicate that the amount of preparation beyond the minimal requirements in English, speech, foreign languages, or in the major field itself has any noticeable effect on the junior college transfer student's success at Berkeley (see Tables 24 through 32).

English, Speech, and Foreign Languages

The results are somewhat paradoxical; those students with less preparation in English and speech, as well as in foreign languages, had on the average a higher GPA than those with more preparation (see Tables 26 and 27). Judged by other criteria, probation, persistence, and success (see Tables 25 and 28 through 32), and taking into account the probability that students who enter the programs which normally take longer (engineering and environmental design) accumulate fewer English, speech, and foreign language units than other students, the amount of preparation in these subjects seems to make little appreciable difference.

Major Field

The amount of preparation in terms of units that junior college transfer students attained in course work within their general major field of study had no effect on the probability of the student's having either an unsuccessful or a successful performance. Table 32 shows the very uniform distribution of the unit amount of major field preparation for both students who were on probation and those who were not.

Part 6: Upper Division Work

The results of this study show that students with fewer than 60 units are generally not as well prepared to carry a full upper division program as are students with 60 or more units.

Sixty-six percent of the work of junior college transfer students their first year at Berkeley is taken at the upper division level. Students with 56-59 junior college units take only 49% upper division work; those with 60-69 units take 64% upper division work; those with 70 units or more take an average of 76% upper division work (see Table 34).

There is a difference in proportion of upper division work by GPA groups: the lowest group (1) takes 56% compared to 75% for the highest group (4), with groups 2 and 3 having values in between.

The amount of upper division work taken also depends upon the subject area of the student: engineering students, as noted previously, take an excess number of units prior to transfer so that they take 91% upper division work their first year, compared to biological science majors who take only 43% (Table 33).

Part 7: Changes of Major

The transfer students in the lowest GPA group (1) are more than twice as likely to make a drastic change in their major at the University than students in the higher groups (3 and 4), 15% compared to 6%. The changes are from one subject area to another, e.g., from humanities to biological sciences. Changes within a subject area are about equally prevalent among all of the four GPA groups, about 7%.

Social sciences, engineering, and the professions had 2% or less students change to another area, while the humanities, biological sciences, and physical sciences areas had 10%-20% of their original students change areas (see Table 36).

Not only is the proportion of students who change majors small, 15%, but the change does not appear to affect the potential success of the student. Table 37 shows that 75% of the transfer students who changed major after their first choice of major at the University were successful; this rate of success is almost identical with that of the total sample of 660, 74%.

Part 8: Summer Sessions

To find out how summer sessions are used by transfer students, a comparison was made of the average number of sessions taken by the various groups (see Table 38). One hypothesis is that summer sessions are used in many cases by students on probation to raise grade point averages above the 2.0 minimum needed to continue. This is supported by the fact that students in group 1 (the lowest) attend twice as many, and group 2 students, one and one-half times as many summer sessions as students in the higher groups.

Casual observation of student records during the processing of material for this study indicated that many students who attend summer sessions due to the fact that they have fallen below acceptable scholastic standards during the preceding semester managed to raise their scholastic standing. The summer session may also be an aid in allowing the transfer student to adjust to the University.

Less than 1% of the transfer students used summer sessions to graduate in fewer than four semesters, which indicates that summer sessions are not normally used for that purpose.

APPENDIX

TABLE 1: Junior College Transfer Students
YEAR OF ENTRY AND SEX BY GPA GROUP
Percentage of Men and Women in the
GPA Groups by the Year of Entrance

Group	1961			1962			Both Years		
	Percent		Total	Percent		Total	Percent		Total
	Men	Women	Number	Men	Women	Number	Men	Women	Number
1	81	19	21	79	21	33	80	20	54
2	90	10	144	83	17	146	86	14	290
3	68	32	114	75	25	122	72	28	236
4	71	29	38	69	31	42	70	30	80
Total	79	21	317	78	22	343	78	22	660

TABLE 2: Junior College Transfer Students
SUBJECT AREA AT ENTRANCE BY GPA GROUP [1]
Number and Percentage of Students Who Entered the Various Subject Areas

Subject Area	Number of Students Entering Area					Percent of Students Entering Area				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Humanities	2	23	45	12	82	4	8	19	15	12
Social Sciences	9	53	51	16	129	17	18	22	20	20
Biological Sciences	7	24	18	5	54	13	8	8	6	8
Physical Sciences	5	26	16	13	60	9	9	7	16	9
Letters and Science--No Major	2	14	3	--	19	4	5	1	--	3
Sub-Total, Letters and Science	25	140	133	46	344	46	48	56	58	52
Engineering	16	75	64	26	181	30	26	27	33	27
Agriculture, Chemistry, Env. Design	8	31	19	2	60	15	11	8	3	9
Professional[2] Schools	5	44	20	6	75	9	15	8	8	11
Sub-Total, Other	29	150	103	34	316	54	52	44	43	48
Total	54	290	236	80	660	100	100	100	100	100

1/ Subject areas were chosen by the criteria on Page 6.
2/ Professional Schools include: Business Administration, Criminology, Public Health, Forestry, and Optometry.

NOTE: Due to the rounding of percentages, figures on this and following tables may not add exactly to the sub-total or total figures.

TABLE 3: Entering Freshmen of Fall 1961 [1]
SUBJECT AREA AT ENTRANCE BY GPA GROUP
Number and Percentage of Students Who Entered the Various Subject Areas

Subject Area	Number of Students Entering Area				Percent of Students Entering Area			
	Group C	Group B	Group A	Total	Group C	Group B	Group A	Total
Humanities	34	20	40	94	15	12	17	15
Social Sciences	46	38	42	126	21	22	18	20
Biological Sciences	33	23	45	101	15	13	19	16
Physical Sciences	21	23	39	83	9	13	17	13
Letters and Science--No Major	32	25	26	83	14	15	11	13
Sub-Total, Letters & Science	166	129	192	487	75	75	83	78
Engineering	34	27	27	88	15	16	12	14
Agriculture, Chemistry, Env. Design	9	11	10	30	4	6	4	5
Professional Schools	13	5	3	21	6	3	1	3
Sub-Total, Other	56	43	40	139	25	25	17	22
Total	222	172	232	626	100	100	100	100

1/ "A Study of the Academic Performance of a Sample of Fall 1961 Freshmen from California High Schools," August, 1964, Office of the Registrar, University of California, Berkeley.

TABLE 4: Junior College Transfer Students
SUCCESS BY GPA GROUP
Comparison of the Success at Berkeley of the Students in the Different GPA Groups

	Number of Students					Percentage of Students				
Unsuccessful	Group 1	Group 2	Group 3	Group 4	Total Number	Group 1	Group 2	Group 3	Group 4	Total Percent
Withdrew before Completing First Semester	3	8	11	1	23	6	3	5	1	3
Withdrew with below "C" Average	2	28	16	2	48	4	10	7	3	7
Dismissed for Scholastic Deficiencies	19	63	18	2	102	35	22	8	3	15
Successful										
Withdrew with above "C" Average	3	12	20	8	43	6	4	8	10	7
Graduated at the End of or Completed the Spring Semester, 1964	27	179	171	67	444	50	62	72	84	67
Total	54	290	236	80	660	100	100	100	100	100

TABLE 5: Junior College Transfer Students
SUCCESS BY GPA GROUP AND YEAR OF ENTRY
Comparison of the Success at Berkeley of Students Who Entered in 1961 with That of Students Who Entered in 1962

	Percentage of Students							
	Year of Entry - 1961				Year of Entry - 1962			
Unsuccessful	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 3	Group 4
Withdrew before Completing First Semester	--	3	5	--	9	3	4	2
Withdrew with below "C" Average	10	10	8	5	--	9	6	--
Dismissed for Scholastic Deficiencies	29	24	5	3	39	20	10	2
Successful								
Withdrew with above "C" Average	10	5	9	16	3	3	8	5
Graduated at the End of or Completed the Spring Semester, 1964	52	58	73	76	48	65	72	90
Total Percent	100	100	100	100	100	100	100	100
Total Number of Students	21	144	114	38	33	146	122	42

TABLE 6: Junior College Transfer Students
SUCCESS BY SEX AND GPA GROUP
Comparison of the Success at Berkeley of Men with That of Women

Unsuccessful	Percentage of Men					Percentage of Women				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Withdrew before Completing First Semester	7	3	5	2	4	--	--	4	--	2
Withdrew with below "C" Average	2	8	7	2	7	9	18	6	4	9
Dismissed for Scholastic Deficiencies	35	21	8	4	16	36	28	6	--	13
Successful										
Withdrew with above "C" Average	7	4	3	5	4	--	5	22	21	15
Graduated at the End of or Completed the Spring Semester, 1964	49	64	77	88	69	55	50	61	73	60
Total Percent	100	100	100	100	100	100	100	100	100	100
Total Number of Students	43	250	169	56	518	11	40	67	24	142

TABLE 7: Junior College Transfer Students
SUCCESS AND PROBATION BY SUBJECT AREA
Comparison of the Success at Berkeley of Transfer Students with Their Subject Area at Entrance; Percent of Students in the Subject Area Who Were Ever on Probation

	Percent of Students								
Unsuccessful	Humanities	Social Sciences	Biological Sciences	Physical Sciences	L&S--No Major	Engineering	Agric., Chem., Env. Design	Professional Schools	Total
Withdrew before Completing First Semester	5	1	6	3	5	3	2	7	3
Withdrew with below "C" Average	10	6	13	5	16	6	8	4	7
Dismissed for Scholastic Deficiencies	10	22	19	25	32	11	13	8	15
Successful									
Withdrew with above "C" Average	16	5	20	5	5	2	7	3	7
Graduate at the End of or Completed the Spring Semester, 1964	60	66	43	62	42	78	70	79	67
Total Percent	100	100	100	100	100	100	100	100	100
Total Number of Students	82	129	54	60	19	181	60	75	660
Percent of Students Ever on Probation	39	43	58	53	63	36	53	25	42

TABLE 8: Entering Freshmen[1] and Junior College Transfer Students
SUCCESS AND PROBATION BY GROUP
Comparison of the Success at Berkeley of Students Who Were Ever on Probation with That of Students Who Were Never on Probation

ENTERING FRESHMEN									
		Those on Probation				Those Never on Probation			
Group	Total Number of Students	Total Percent on Probation	Percent Dismissed	Percent Withdrew below "C" Average	Percent Successful	Total Percent Not on Probation	Percent Dismissed	Percent Withdrew below "C" Average	Percent Successful[2]
C	222	50	59	16	25	50	19	6	75
B	172	41	43	24	33	59	8	1	91
A	232	16	39	21	40	84	3	2	95
Total	626	35	50	20	30	65	8	3	89

JUNIOR COLLEGE TRANSFER STUDENTS									
		Those on Probation				Those Never on Probation			
Group	Total Number of Students	Total Percent on Probation	Percent Dismissed	Percent Withdrew below "C" Average	Percent Successful	Total Percent Not on Probation	Percent Dismissed	Percent Withdrew below "C" Average	Percent Successful[2]
1	54	65	49	6	45	35	11	--	89
2	290	56	36	17	47	44	3	1	96
3	236	32	24	21	55	68	3	--	97
4	80	9	29	29	42	91	--	--	100
Total	660	42	34	17	49	58	2	--	98

1/ Op. cit. (see Table 3)
2/ Includes small number who withdrew before completing the first semester and who thereby left no scholastic record.

TABLE 9: Junior College Transfer Students
ATTENDANCE AND SUCCESS BY GPA GROUP
Comparison of the Success of Students Who Left the University for One Reason or Another and Were Readmitted with That of Those Who Attended Continuously

Unsuccessful	NEVER READMITTED									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Withdrew before Completing First Semester	3	7	11	1	22	7	3	5	1	4
Withdrew with below "C" Average	2	24	15	2	43	4	10	7	3	8
Dismissed for Scholastic Deficiencies	17	48	15	2	82	38	20	7	3	14
Successful										
Withdrew with above "C" Average	3	11	17	7	38	7	5	8	10	7
Graduated at the End of or Completed Spring Sem., 1964	20	145	158	61	384	44	62	73	84	67
Total	45	235	216	73	569	100	100	100	100	100

Unsuccessful	READMITTED									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Withdrew before Completing First Semester	--	1	--	--	1	--	2	--	--	1
Withdrew with below "C" Average	--	4	1	--	5	--	7	5	--	5
Dismissed for Scholastic Deficiencies	2	15	3	--	20	22	27	15	--	22
Successful										
Withdrew with above "C" Average	--	1	3	1	5	--	2	15	14	5
Graduated at the End of or Completed Spring Sem., 1964	7	34	13	6	60	78	62	65	86	66
Total	9	55	20	7	91	100	100	100	100	100

TABLE 10: Junior College Transfer Students
PERSISTENCE BY GPA GROUP
The Number of Semesters Completed by Students in the GPA Groups

	Both Fall 1961 and Fall 1962 Groups									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	54	290	236	80	660	100	100	100	100	100
Semesters Completed										
1	50	282	226	79	637	93	97	96	99	97
2	47	254	207	74	582	87	88	88	93	88
3	35	199	176	67	477	65	69	75	84	72
4	29	175	165	62	431	54	60	70	78	65

	Fall 1961 Group Only									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	21	144	114	38	317	100	100	100	100	100
Semesters Completed										
1	21	140	109	38	308	100	97	96	100	97
2	19	125	98	34	276	90	87	86	89	87
3	16	98	87	30	231	76	68	76	79	73
4	14	89	83	26	212	67	62	73	68	67
5	5	32	30	4	71	24	22	26	11	22
6	3	16	7	2	28	14	11	6	5	9

	Students in Both Fall 1961 and Fall 1962 Groups Who Graduated by the End of the Fourth Semester									
	11	86	106	49	252	20	30	45	61	38

Cumulative Figures of Students Graduated by End of the Nth Semester:	Students in the Fall 1961 Group Who Graduated-- Number of Semesters									
4 *	6	51	52	23	132	29	35	46	61	42
5 *	7	64	73	25	169	33	44	64	66	53
6 *	9	74	79	27	189	43	51	69	71	60

* Figures are based on students who entered in Fall 1961, since those entering in Fall 1962 had not yet begun their fifth semester when this information was compiled.

TABLE 11: Entering Freshmen[1] and Junior College Transfer Students
NUMBER OF SEMESTERS COMPLETED BY GPA GROUP
Comparison of Percentages of Freshmen and Junior College Transfer Students Who Completed Given Numbers of Semesters

Semesters Completed	FRESHMEN				TRANSFER STUDENTS				
	Group C	Group B	Group A	Total	Group 1	Group 2	Group 3	Group 4	Total
	%	%	%	%	%	%	%	%	%
1	99	99	96	98	93	97	96	99	96
2	90	90	93	91	87	88	88	92	88
3	62	72	78	71	65	69	75	84	72
4	50	62	73	62	54	60	70	78	65
5	38	48	60	49					
Students Entered Sixth Semester	32	42	51	42					

1/ Op. cit. (See Table 3).

TABLE 12: Entering Freshmen[1] and Junior College Transfer Students
PERSISTENCE AND SEX AT LATEST POINT
AT WHICH THE ENTIRE GROUP WAS STUDIED
Comparison of Differences in Sex and Persistence at the Latest Point at Which the Entire Group Was Studied--Sixth Semester for Freshmen and Fourth Semester for Junior College Transfer Students[2]

FRESHMEN (Including Re-entrants) WHO BEGAN THE SIXTH SEMESTER				
	Group C	Group B	Group A	Total
	%	%	%	%
Men	42	53	66	53
Women	39	47	59	49

TRANSFER STUDENTS WHO COMPLETED THE FOURTH SEMESTER					
	Group 1	Group 2	Group 3	Group 4	Total
	%	%	%	%	%
Men	54	62	75	77	67
Women	55	53	57	79	59

1/ Op. cit. (See Table 3).

2/ These tables should not be compared with each other, since the percentages for freshmen were calculated from the number of freshmen (including re-entrants) beginning their sixth semester, and those for transfer students were calculated from the number who had finished their fourth semester.

TABLE 13A: Junior College Transfer Students
PERSISTENCE BY SEX AND GPA GROUP
Comparison of Men and Women Who Completed Given Numbers of Semesters and Who Graduated by the End of the Fourth Semester

MEN

	MEN (Fall 1961 and Fall 1962 Entrants)									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	43	250	169	56	518	100	100	100	100	100
Semesters Completed										
1	39	242	162	55	498	91	97	96	98	96
2	37	217	153	54	461	86	87	91	96	89
3	29	177	133	48	387	67	71	79	86	75
4	23	154	127	43	347	54	62	75	77	67

	MEN (Fall 1961 Entrants Only)									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	17	129	78	27	251	100	100	100	100	100
Semesters Completed										
1	17	125	75	27	244	100	97	96	100	97
2	16	111	70	26	223	94	86	90	96	89
3	14	86	61	23	184	82	67	78	85	73
4	12	77	58	19	166	71	60	74	70	66
5	5	30	25	3	63	29	23	32	11	25
6	3	16	7	2	28	18	12	9	7	11

	Men in Both Fall 1961 and Fall 1962 Groups Who Graduated by the End of the Fourth Semester									
	6	73	75	33	187	14	29	44	59	36

TABLE 13B: Junior College Transfer Students
PERSISTENCE BY SEX AND GPA GROUP
Comparison of Men and Women Who Completed Given Numbers of Semesters and Who Graduated by the End of the Fourth Semester

WOMEN

	WOMEN (Fall 1961 and Fall 1962 Entrants)									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	11	40	67	24	142	100	100	100	100	100
Semesters Completed										
1	11	40	64	24	139	100	100	96	100	98
2	10	37	54	20	121	91	93	81	83	85
3	6	22	43	19	90	55	55	64	79	63
4	6	21	38	19	84	55	53	57	79	59

	WOMEN (Fall 1961 Entrants Only)									
	Number of Students					Percentage of Students				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Total Starting	4	15	36	11	66	100	100	100	100	100
Semesters Completed										
1	4	15	34	11	64	100	100	94	100	97
2	3	14	28	8	53	75	93	78	73	80
3	2	12	26	7	47	50	80	72	64	71
4	2	12	25	7	46	50	80	69	64	70
5	--	2	5	1	8	--	13	14	9	12
6	--	--	--	--	--	--	--	--	--	--

	Women in Both Fall 1961 and Fall 1962 Groups Who Graduated by the End of the Fourth Semester									
	5	13	31	16	65	45	33	46	67	46

TABLE 14: Entering Freshmen[1] and Junior College Transfer Students
GRADE POINT COMPARISONS BY GPA GROUP
Comparison of Grade Point Averages and Differentials of Entering Freshmen and of Junior College Transfer Students

JUNIOR COLLEGE TRANSFER STUDENTS							
		Grade Point Averages			Grade Point Differentials		
Group	Number of Students	Junior College	First Semester UCB	Last Semester UCB	Junior College to First Semester UCB	Junior College to Last Semester UCB	First Semester, UCB to Last Semester, UCB
1	54	2.19	1.81	2.03	-0.38	-0.16	+0.22
2	290	2.56	1.97	2.20	-0.59	-0.36	+0.23
3	236	3.04	2.32	2.56	-0.72	-0.48	+0.24
4	80	3.67	2.99	3.02	-0.68	-0.65	+0.03

ENTERING FRESHMEN[1]				
		Grade Point Averages		Grade Point Differntial
Group	Number of Students	High School	Last Semester UCB	High School to Last Semester, UCB
C	222	3.11	2.10	-1.01
B	172	3.49	2.35	-1.14
A	232	3.90	2.71	-1.19

1/ Op. cit. (See Table 1).

TABLE 15: Junior College Transfer Students
ENTERING AND FINAL GPA BY SEX AND GPA GROUP
Comparison of the Entering and Final GPA's
of the Men with Those of the Women

	GROUP 1		GROUP 2		GROUP 3		GROUP 4		TOTAL	
	Entering GPA	Final GPA	Entering GPA	Final GPA	Entering GPA	Final GPA	Entering GPA	Final GPA	Entering GPA	Final GPA
Men	2.17	2.02	2.56	2.21	3.04	2.60	3.67	3.04	2.80	2.43
Women	2.26	2.05	2.57	2.07	3.04	2.44	3.68	2.95	2.95	2.40

TABLE 16: Junior College Transfer Students
ENTERING AND FINAL GPA, BY SUBJECT AREA, SEX, AND GPA GROUP
Comparison of the Entering and Final GPA's of Men Who Entered Specific Subject Areas with the Entering and Final GPA's of Women Who Entered the Same Subject Areas

	GROUP 1		GROUP 2		GROUP 3		GROUP 4	
	Entering GPA	Final GPA	Entering GPA	Final GPA	Entering GPA	Final GPA	Entering GPA	Final GPA
MEN								
Humanities	----	----	2.54	2.22	3.08	2.45	3.61	2.79
Social Sciences	2.17	2.14	2.58	2.06	3.05	2.62	3.52	3.06
Biological Sciences	2.14	2.07	2.55	2.07	3.08	2.55	3.66	3.02
Physical Sciences	2.07	2.12	2.57	1.97	3.05	2.42	3.64	2.89
L & S - No Major	2.24	2.00	2.53	2.20	2.97	2.76	----	----
Engineering	2.20	2.04	2.56	2.28	3.03	2.70	3.71	3.10
Agriculture, Chemistry, Environmental Design	2.20	1.80	2.56	2.34	3.03	2.41	3.58	3.11
Professional Schools	2.15	2.06	2.56	2.32	3.00	2.54	3.79	3.14
WOMEN								
Humanities	2.16	1.87	2.55	2.08	3.04	2.46	3.66	2.90
Social Sciences	2.28	2.21	2.59	2.16	3.02	2.31	3.67	2.87
Biological Sciences	2.30	2.08	2.53	1.30	3.09	2.55	3.53	2.42
Physical Sciences	2.16	1.92	2.56	2.01	3.06	2.37	3.79	3.23
L & S - No Major	----	----	2.52	1.64	3.00	1.62	----	----
Engineering	----	----	----	----	----	----	----	----
Agriculture, Chemistry, Environmental Design	----	----	----	----	3.07	2.76	----	----
Professional Schools	2.30	2.22	2.63	2.37	2.96	2.43	----	----

TABLE 17: Junior College Transfer Students
PROBATION AND BERKELEY GPA BY GPA GROUP
Comparison of Berkeley Grade Point Averages and Differentials of Students Who Were Ever on Probation with Those of Students Who Were Never on Probation

NEVER ON PROBATION				
Group	Number of Students	Berkeley Grade Point Averages		Grade Point Differential
		First Semester	Last Semester	
1	19	2.28	2.39	+.11
2	128	2.38	2.48	+.10
3	161	2.64	2.72	+.08
4	73	3.09	3.06	-.03

ON PROBATION ONCE OR MORE				
Group	Number of Students	Berkeley Grade Point Averages		Grade Point Differential
		First Semester	Last Semester	
1	35	1.64	1.86	+.22
2	162	1.67	1.93	+.26
3	75	1.65	2.13	+.48
4	7	1.90	2.36	+.46

TABLE 18: Junior College Transfer Students
UNITS OF PREPARATION AT ENTRANCE AND PERSISTENCE
Comparison of the Number of Semesters the Students Completed with the Number of Units They Had at Entrance

Number of Semesters Completed	NUMBER OF STUDENTS Units at Entrance						PERCENT OF STUDENTS Units at Entrance					
	56-59	60-69	70-79	80-89	90-99	100+	56-59	60-69	70-79	80-89	90-99	100+
Total Starting	75	394	121	52	15	3	100	100	100	100	100	100
1	72	380	117	51	15	2	96	96	97	98	100	67
2	64	347	110	44	15	2	85	88	91	85	100	67
3	51	283	90	37	14	2	68	72	74	71	93	67
4	40	269	76	28	13	2	53	68	63	54	87	67
5	9	48	10	2	1	1	12	12	8	4	7	33
6	3	21	3	1	-	-	4	5	2	2	-	-

TABLE 19: Junior College Transfer Students
UNITS OF PREPARATION AT ENTRANCE, BY SUBJECT AREA ENTERED
Comparison of the Subject Areas the Students Entered at Berkeley with the Number of Units They Had at Entrance

Subject Area	Number of Students						
	Units at Entrance						Total Students
	56-59	60-69	70-79	80-89	90-99	100+	
Humanities	12	55	11	2	2	--	82
Social Sciences	17	94	17	1	--	--	129
Biological Sciences	7	36	7	2	2	--	54
Physical Sciences	3	38	12	7	--	--	60
L & S -- No Major	9	7	1	2	--	--	19
Engineering	9	92	41	29	8	2	181
Agric., Chemistry, Environ. Design	8	25	18	6	4	--	61
Professional Schools	10	47	10	5	1	1	74
Total	75	394	117	54	17	3	660

Subject Area	Percent of Students						
	Units at Entrance						Percent of Students
	56-59	60-69	70-79	80-89	90-99	100+	
Humanities	16	14	9	4	12	--	12
Social Sciences	23	24	15	2	--	--	20
Biological Sciences	9	9	6	4	12	--	8
Physical Sciences	4	10	10	13	--	--	9
L & S -- No Major	12	2	1	4	--	--	3
Engineering	12	23	35	54	47	67	27
Agric., Chemistry, Environ. Design	11	6	15	11	24	--	9
Professional Schools	13	12	9	9	6	33	11
Total	100	100	100	100	100	100	100

TABLE 20: Junior College Transfer Students
SPECIAL REQUIREMENTS FOR DEGREES AND GPA AT BERKELEY, BY GPA GROUP
Comparison of the Average GPA at Berkeley of the Students Who Satisfied the Subject A, American Institutions, and American History Requirements, with That of Those Who Did Not

Subject A Requirement					
	Not Satisfied at Entrance		Satisfied at Entrance		
Group	Cumulative GPA at Berkeley	Number of Students	Cumulative GPA at Berkeley	Number of Students	GPA Differential
1	1.70	7	2.06	47	+.36
2	2.18	25	2.20	265	+.02
3	2.87	7	2.55	229	-.32
4	3.15	4	3.01	76	-.14
Total	2.37	43	2.43	617	+.06

American Institutions Requirement					
	Not Satisfied at Entrance		Satisfied at Entrance		
Group	Cumulative GPA at Berkeley	Number of Students	Cumulative GPA at Berkeley	Number of Students	GPA Differential
1	2.12	6	2.02	48	-.10
2	2.11	37	2.21	253	+.10
3	2.35	17	2.58	219	+.23
4	2.70	4	3.04	76	+.34
Total	2.22	64	2.44	596	+.22

American History Requirement					
	Not Satisfied at Entrance		Satisfied at Entrance		
Group	Cumulative GPA at Berkeley	Number of Students	Cumulative GPA at Berkeley	Number of Students	GPA Differential
1	2.22	4	2.02	50	-.20
2	2.05	33	2.22	257	+.17
3	2.28	15	2.58	221	+.30
4	2.82	2	3.03	78	+.21
Total	2.16	54	2.44	606	+.28

TABLE 21: Entering Freshmen[1] and Junior College Transfer Students SUBJECT A REQUIREMENT AND PROBATION, BY GPA GROUP Comparison of Freshmen and Junior College Transfer Students Who Were Ever on Probation with Their Satisfaction of the Subject A Requirement

Subject A Requirement	PERCENTAGE OF STUDENTS EVER ON PROBATION								
	Entering Freshmen				Junior College Transfer Students				
	Group C	Group B	Group A	Total	Group 1	Group 2	Group 3	Group 4	Total
Satisfied	50	34	16	30	62	57	32	9	42
Not Satisfied	51	55	19	45	86	40	14	-	40

1/ Op. cit. (See Table 3).

TABLE 22: Junior College Transfer Students
SUBJECT A REQUIREMENT AND PERSISTENCE, BY GPA GROUP
Comparison of the Persistence of Students Who Satisfied the Subject A Requirement with That of Those Who Did Not

Persistence	Percentage of Students Who Satisfied Subject A Requirement					Percentage of Students Who Did Not Satisfy Subject A Requirement				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Graduated in 4 Semesters or Less	21	28	45	60	37	14	44	43	75	42
Graduated in 5 Semesters or More	6	8	11	4	9	--	4	29	25	9
Continuing	23	24	16	18	20	28	24	29	--	23
Withdrew with above "C" Average	6	5	9	10	7	--	--	--	--	--
Unsuccessful	38	32	15	5	23	43	28	--	--	23
Withdrew before Completing 1st Semester	4	3	5	1	4	14	--	--	--	2
Total Percent	100	100	100	100	100	100	100	100	100	100
Total Number of Students	47	265	229	76	617	7	25	7	4	43

TABLE 23: Junior College Transfer Students
SUBJECT A REQUIREMENT, PROBATION, AND SUCCESS, BY GPA GROUP
Comparison of Satisfaction of the Subject A Requirement and Success of Students Who Were Ever on Probation with That of Students Who Were Never on Probation

	Satisfied Subject A Requirement at Admission									
	Percentage of Students Ever on Probation					Percentage of Students Never on Probation				
Success	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Graduated or Continuing	28	26	16	4	20	23	35	55	80	47
Withdrew with above "C" Average	--	2	1	--	1	6	3	7	9	6
Withdrew with below "C" Average	2	10	7	3	7	--	--	--	--	--
Dismissed	32	21	8	3	15	4	1	--	--	1
Withdrew before Completing First Semester	--	--	--	--	--	4	2	5	1	3
Total	62	59	32	10	43	37	41	67	90	57
Number of Students	29	152	74	7	262	18	110	155	68	351

	Failed to Satisfy Subject A Requirement at Admission									
	Percentage of Students Ever on Probation					Percentage of Students Never on Probation				
Success	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Graduated or Continuing	43	16	14	--	19	--	56	86	100	56
Withdrew with above "C" Average	--	--	--	--	--	--	--	--	--	--
Withdrew with below "C" Average	14	4	--	--	5	--	--	--	--	--
Dismissed	29	20	--	--	16	--	4	--	--	2
Withdrew before Completing First Semester	--	--	--	--	--	14	--	--	--	2
Total	86	40	14	--	40	14	60	86	100	60
Number of Students	6	10	1	--	17	1	15	6	4	26

TABLE 24: Junior College Transfer Students
UNITS OF COLLEGE-LEVEL PREPARATION
IN SPECIFIC AREAS, BY GPA GROUP
Comparison of the Subject Area Entered with the Average Number of Units of Preparation that Letters and Science Students Had at Entrance in English and Speech, Foreign Languages, and Their Major Fields

Subject Area	Group	Number of Students	UNITS OF PREPARATION IN: English and Speech	Foreign Language	Major Field*
Humanities	1	2	6.5	8.0	26.0
	2	23	11.2	9.7	33.8
	3	45	12.0	9.3	37.0
	4	12	12.7	9.5	34.9
Social Sciences	1	9	8.2	5.8	31.7
	2	53	9.1	9.1	32.9
	3	51	9.1	9.1	31.1
	4	16	9.6	8.3	34.6
Biological Sciences	1	7	6.0	8.0	24.4
	2	24	6.6	7.6	24.8
	3	18	7.0	7.8	25.6
	4	5	7.8	5.2	23.2
Physical Sciences	1	5	9.2	5.6	27.6
	2	26	6.2	7.5	31.2
	3	16	6.7	8.6	28.9
	4	13	7.9	10.9	27.4
L & S -- No Major	1	2	6.0	6.0	--
	2	14	8.9	10.6	--
	3	3	9.7	1.3	--
	4	--	--	--	--

*Since the criteria for major field preparation differ between disciplines, preparation in one discipline should not be compared to that in another. The difference in preparation among the different groups within each discipline can be compared.

TABLE 25: Junior College Transfer Students
UNITS OF PREPARATION IN SPECIFIC AREAS AND SUCCESS[1]
Comparison of the Average Number of Units of Preparation That Successful Letters and Science Students Had at Entrance in Specific Areas with That of Unsuccessful Letters and Science Students

Area of Preparation	AVERAGE UNITS OF PREPARATION							
	Humanities Majors		Social Science Majors		Biological Science Majors		Physical Science Majors	
	Successful	Unsuccessful	Successful	Unsuccessful	Successful	Unsuccessful	Successful	Unsuccessful
English and Speech	12.1	11.3	8.8	10.0	7.2	6.0	7.0	6.9
Foreign Languages in High School	2.6	3.0	2.6	2.2	2.4	2.2	2.2	1.9
Foreign Languages in College	9.9	7.9	8.9	8.5	6.9	9.1	8.3	8.2
Social Sciences	18.6	18.1	22.6	22.4	--	--	--	--
Humanities	16.3	15.5	9.7	10.2	--	--	--	--
Biological and Physical Sciences	--	--	--	--	24.5	25.8	29.5	30.4
Number of Students	62	16	91	37	34	17	40	18

1/ See Page 8 for definition of success.

TABLE 26: Junior College Transfer Students
ENGLISH AND SPEECH PREPARATION, SUCCESS,
AND GPA, BY GPA GROUP
Comparison of the Average Final Berkeley GPA and the Success of Students Who Had at Entrance Six or More Units in English and Speech with the GPA and Success of Students Who Had Less Than Six Units

Success	FINAL BERKELEY GPA OF STUDENTS WHO AT ENTRANCE HAD:							
	6 or More Units of English and Speech				Less Than 6 Units of English and Speech			
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 3	Group 4
Graduated or Continuing	2.34	2.29	2.63	3.03	1.95	2.46	2.73	3.19
Withdrew With Above "C" Average	2.20	2.20	2.41	2.69	3.50	2.38	--	--
Withdrew With Below "C" Average	--	1.61	1.53	--	1.81	--	1.79	--
Dismissed	1.36	1.56	1.52	1.63	1.27	1.35	--	1.66
Withdrew Before Completing 1st Semester	---	--	2.79	--	--	--	--	--
Total	2.09	2.20	2.52	2.89	1.70	2.23	2.72	3.14
Number of Students	41	236	197	63	13	54	39	17

TABLE 27: Junior College Transfer Students
FOREIGN LANGUAGE PREPARATION, SUCCESS,
AND GPA, BY GPA GROUP
Comparison of the Average Final Berkeley GPA and the Success of Students Who Had at Entrance Nine or More Units in Foreign Languages with the GPA and Success of Students Who Had Less than Nine Units

Success	FINAL BERKELEY GPA OF STUDENTS WHO AT ENTRANCE HAD:							
	9 or More Units of Foreign Language				Less Than 9 Units of Foreign Language			
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 3	Group 4
Graduated or Continuing	2.24	2.31	2.64	3.04	2.27	2.39	2.66	3.08
Withdrew With Above "C" Average	--	2.08	2.53	2.67	2.51	2.27	2.41	2.69
Withdrew With Below "C" Average	--	1.44	1.81	--	1.81	1.63	1.53	1.84
Dismissed	1.82	1.47	1.57	--	1.25	1.53	1.47	1.64
Withdrew Before Completing 1st Semester	--	--	--	--	--	--	2.79	--
Total	2.12	2.11	2.50	3.01	2.02	2.22	2.58	3.02
Number of Students	6	79	75	22	48	211	161	58

TABLE 28: Junior College Transfer Students
ENGLISH AND SPEECH PREPARATION, SUCCESS, AND PROBATION, BY GPA GROUP
Comparison of the Success of Students with the Number of Units of Preparation They Had at Entrance in English and Speech and Whether or Not They Had Ever Been on Probation

Success	6 or More Units of English and Speech at Entrance: Percentage of Students Ever on Probation					6 or More Units of English and Speech at Entrance: Percentage of Students Never on Probation				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Graduated or Continuing	22	26	15	5	19	27	36	54	76	46
Withdrew with above "C" Average	--	2	2	--	1	15	3	9	8	6
Withdrew with below "C" Average	--	11	8	8	8	--	--	--	--	--
Dismissed	29	20	9	2	15	7	1	--	--	1
Withdrew before Completing First Semester	--	--	--	--	--	--	3	5	2	3
Total	51	58	33	14	43	49	42	67	86	57

Success	Less than 6 Units of English and Speech at Entrance: Percentage of Students Ever on Probation					Less than 6 Units of English and Speech at Entrance: Percentage of Students Never on Probation				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Graduated or Continuing	23	39	23	--	29	--	32	72	94	47
Withdrew with above "C" Average	--	--	--	--	--	31	1	--	--	4
Withdrew with below "C" Average	8	--	3	--	1	--	--	--	--	--
Dismissed	38	17	--	6	13	--	8	--	--	4
Withdrew before Completing First Semester	--	--	--	--	--	--	1	3	--	1
Total	69	56	26	6	43	31	44	74	94	57

TABLE 29: Junior College Transfer Students
FOREIGN LANGUAGE PREPARATION, SUCCESS, AND PROBATION, BY GPA GROUP
Comparison of the Success of Students with the Number of Units of Preparation in Foreign Languages They Had at Entrance and Whether or Not They Were Ever on Probation

	9 OR MORE UNITS OF FOREIGN LANGUAGE AT ENTRANCE									
	Students Ever on Probation					Students Never on Probation				
Success	Group 1 %	Group 2 %	Group 3 %	Group 4 %	Total %	Group 1 %	Group 2 %	Group 3 %	Group 4 %	Total %
Graduated or Continuing	50	22	17	-	18	17	35	45	86	45
Withdrew With Above "C" Average	--	3	--	--	1	--	1	8	5	4
Withdrew With Below "C" Average	--	9	11	9	9	--	--	--	--	--
Dismissed	33	27	12	--	18	--	--	--	--	--
Withdrew Before Completing 1st Semester	--	--	--	--	--	--	4	7	--	4
Total	83	59	40	9	46	17	41	60	91	54

	LESS THAN 9 UNITS OF FOREIGN LANGUAGE AT ENTRANCE									
	Students Ever On Probation					Students Never on Probation				
Success	Group 1 %	Group 2 %	Group 3 %	Group 4 %	Total %	Group 1 %	Group 2 %	Group 3 %	Group 4 %	Total %
Graduated or Continuing	29	26	18	5	21	19	37	59	77	47
Withdrew With Above "C" Average	--	1	1	--	1	6	3	7	7	5
Withdrew With Below "C" Average	2	9	6	5	7	--	*	--	--	*
Dismissed	31	18	6	4	13	6	2	--	--	1
Withdrew Before Completing 1st Semester	--	--	--	--	--	6	2	4	2	3
Total	63	55	30	14	42	38	45	70	86	58

*Less than .05 percent.

TABLE 30: Junior College Transfer Students
ENGLISH AND SPEECH PREPARATION AND PERSISTENCE, BY GPA GROUP
Comparison of the Persistence of Students Who at Entrance Had Six or More Units of Preparation in English and Speech with That of Students Who Had Less Than Six

Persistence	NUMBER OF STUDENTS WHO AT ENTRANCE HAD:											
	6 or More Units of English & Speech						Less Than 6 Units of English & Speech					
	Group 1	Group 2	Group 3	Group 4	Total	Percent	Group 1	Group 2	Group 3	Group 4	Total	Percent
Graduated in 4 Semesters or Less	6	72	91	38	207	39	1	14	15	11	41	33
Graduated in 5 Semesters or More	3	20	15	3	41	8	--	3	12	1	16	13
Continuing	11	53	28	16	108	20	2	17	10	4	33	27
Withdrew With Above "C" Average	6	10	20	5	41	8	4	1	--	--	5	4
Unsuccessful	7	74	33	6	120	22	6	18	1	1	26	21
Withdrew Before Completing 1st Semester	--	7	10	1	18	3	--	1	1	--	2	2
Total	33	236	197	69	535	100	13	54	39	17	123	100

TABLE 31: Junior College Transfer Students
FOREIGN LANGUAGE PREPARATION AND PERSISTENCE, BY GPA GROUP
Comparison of the Persistence of Students Who at Entrance Had Nine or More Units of Preparation in Foreign Language with That of Students Who Had Less Than Nine

Persistence	NUMBER OF STUDENTS WHO AT ENTRANCE HAD:											
	9 or More Units of Foreign Language						Less Than 9 Units of Foreign Language					
	Group 1	Group 2	Group 3	Group 4	Total	Percent	Group 1	Group 2	Group 3	Group 4	Total	Percent
Graduated in 4 Semesters or Less	1	27	35	15	78	43	8	59	71	34	172	36
Graduated in 5 Semesters or More	--	5	6	2	13	7	3	18	21	2	44	9
Continuing	1	13	6	2	22	12	12	57	32	12	113	24
Withdrew With Above "C" Average	--	3	6	1	10	6	3	9	12	4	28	6
Unsuccessful	2	28	17	2	49	27	19	63	19	5	106	22
Withdrew Before Completing 1st Semester	--	3	5	--	8	4	3	5	6	1	15	3
Total	4	79	75	22	180	100	48	211	161	58	478	100

TABLE 32: Junior College Transfer Students
UNITS OF PREPARATION AND PROBATION, BY SUBJECT AREA AND GPA GROUP
Comparison of the Average Number of Units of Preparation at Entrance in English and Speech, Foreign Languages, and Major Field, with the Subject Areas the Students Entered and Whether or Not the Students Had Ever Been on Probation

Subject Area	Units in English and Speech at Entrance									
	Students Ever on Probation					Students Never on Probation				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Humanities	11.1	--	12.7	12.0	11.8	--	10.3	11.8	12.7	11.8
Social Sciences	9.5	9.8	9.1	10.5	9.6	7.2	8.1	9.1	9.5	8.8
Biological Sciences	6.0	6.7	6.4	--	6.5	6.0	6.0	7.5	--	7.1
Physical Sciences	6.5	--	7.4	6.0	6.7	--	6.9	6.0	8.3	7.2
L & S - No Major	6.0	9.2	8.5	--	8.8	6.0	10.4	12.0	--	8.6
Engineering	3.7	4.8	4.6	3.0	4.5	4.4	3.7	4.3	4.0	4.0
Agric., Chemistry, Environ. Design	4.2	6.3	5.7	--	5.8	5.0	6.3	6.8	--	6.4
Professional Schools	7.0	8.8	7.0	9.0	8.3	6.0	7.9	7.5	--	7.7
Total					7.4					7.2

Subject Area	Units in Foreign Language at Entrance									
	Students Ever on Probation					Students Never on Probation				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Humanities	10.0	--	7.6	16.0	9.2	--	8.4	10.0	8.9	9.5
Social Sciences	3.0	8.9	9.6	2.0	8.5	8.0	9.3	8.9	9.2	9.0
Biological Sciences	8.0	8.1	9.4	--	8.4	8.0	5.6	6.3	--	6.2
Physical Sciences	7.0	--	9.8	6.0	7.6	--	7.7	7.5	11.8	9.3
L & S - No Major	6.0	10.7	--	--	9.0	--	10.4	4.0	--	8.0
Engineering	1.3	0.4	1.9	--	0.9	--	0.7	0.6	0.3	0.5
Agric., Chemistry, Environ. Design	3.2	3.0	3.4	--	3.2	--	4.0	6.5	--	4.6
Professional Schools	2.7	5.2	6.7	--	4.7	4.0	7.6	7.5	--	7.4
Total					5.8					5.8

Subject Area	Units in Major Field at Entrance									
	Students Ever on Probation					Students Never on Probation				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Humanities	33.7	--	34.3	40.0	34.1	--	31.9	35.1	36.7	35.0
Social Sciences	30.8	32.5	32.5	34.5	32.5	32.4	33.4	30.4	34.6	32.2
Biological Sciences	23.7	24.2	25.4	--	24.3	29.0	27.2	24.9	--	25.6
Physical Sciences	31.3	--	28.6	36.0	30.9	--	29.1	29.1	25.8	27.8
L & S - No Major	--	--	--	--	--	--	--	--	--	--
Engineering	42.4	43.0	44.7	41.0	43.3	44.7	44.4	44.9	44.4	44.6
Agric., Chemistry, Environ. Design	25.0	35.1	37.7	--	34.2	34.3	32.8	37.3	--	34.9
Professional Schools	37.3	40.3	27.0	36.9	36.9	42.0	38.5	26.0	--	38.0
Total					34.7					36.8

TABLE 33: Junior College Transfer Students
PERCENTAGE OF UPPER DIVISION WORK TAKEN THE FIRST YEAR
AT BERKELEY, BY SUBJECT AREA AND GPA GROUP
Comparison of the Amount of Upper Division Work the Students Took the First Year at Berkeley with the Subject Areas They Entered *

Group	PERCENTAGE OF UPPER DIVISION WORK								
	Humanities	Social Sciences	Physical Sciences	Biological Sciences	L & S--No Major	Engineering	Agric., Chemistry, Environmental Design	Professional Schools	Total
1	55	61	42	44	5	82	27	71	56
2	49	56	42	42	45	91	42	75	63
3	53	64	52	41	46	91	54	69	67
4	60	65	65	51	--	96	81	68	75
Average % of all Groups	53	61	50	43	41	91	46	72	66

*Only students who were enrolled for 12 or more units were included.

TABLE 34: Junior College Transfer Students
PERCENTAGE OF UPPER DIVISION WORK TAKEN THE FIRST YEAR AT BERKELEY AND THE FIRST SEMESTER GPA, BY UNITS AT ENTRANCE AND GPA GROUP
Comparison of the First Semester GPA and the Amount of Upper Division Work the Students Took the First Year at Berkeley with the Number of Units the Students Had at Entrance

Number of Units at Entrance	Percentage of First Year Upper Division Work and First Semester GPA									
	Group 1		Group 2		Group 3		Group 4		Total	
	Percent UD Work 1st Yr.	First Sem. GPA	Percent UD Work 1st Yr.	First Sem. GPA	Percent UD Work 1st Yr.	First Sem. GPA	Percent UD Work 1st Yr.	First Sem. GPA	Percent UD Work 1st Yr.	First Sem. GPA
56-59	38	1.94	42	1.99	58	2.29	64	2.62	49	2.13
60-69	55	1.69	63	1.99	63	2.36	72	3.02	64	2.25
70-79	55	1.81	66	1.97	80	2.19	81	2.93	72	2.10
80-89	71	1.97	74	1.74	87	2.54	76	3.21	78	2.08
90-99	--	--	79	2.32	94	2.63	95	3.48	86	2.57
100+	--	--	87	2.08	--	--	--	--	87	2.08
Average for All Groups	56	1.81	63	1.97	67	2.32	74	2.99	66	2.20

Area to left of dotted line is below 2.0 GPA

Number of Units at Entrance	Numbers of Students Included in Above Table					
	Group 1	Group 2	Group 3	Group 4	Total	Total Percent
56-59	8	35	27	5	75	11%
60-69	27	160	154	53	394	60%
70-79	8	59	32	18	117	18%
80-89	11	25	16	2	54	8%
90-99	--	9	6	2	17	3%
100+	--	2	1	--	3	*
Total	54	290	236	80	660	100%

* Less than 0.5%

TABLE 35: Junior College Transfer Students
CHANGES IN MAJORS AT BERKELEY, BY SUBJECT AREA AT ENTRANCE AND GPA GROUP
The Number of Students Who Entered a Subject Area and the Percentage Who Changed Majors after Entrance; Comparison of Students Who Changed Majors within the Original Subject Area with Those Who Changed into Another Subject Area

Subject Area at Entrance	Number of Students Who Entered Area					Percentage of Students Who Changed Majors either within or between Subject Areas				
	Group 1	Group 2	Group 3	Group 4	Total	Group 1	Group 2	Group 3	Group 4	Total
Humanities	2	23	45	12	82	50	22	13	17	17
Social Sciences	9	53	51	16	129	11	8	2	13	6
Biological Sciences	7	24	18	5	54	29	25	17	40	24
Physical Sciences	5	26	16	13	60	40	27	38	31	32
L & S - No Major	2	14	3	--	19	100	77	100	--	84
Engineering	16	75	64	26	181	25	13	11	8	13
Agric., Chem., Env. Design	8	31	19	2	60	--	16	--	--	8
Professional Schools	5	44	20	6	75	20	2	--	17	4
Total	54	290	236	80	660	24	17	11	16	15
	Percent who changed to a major in another subject area:					15	10	6	6	8
	Percent who changed majors but remained within the original subject area:					9	7	5	10	7

NOTE: A student who began in the nuclear engineering major and subsequently changed to a major in electrical engineering would be counted as having changed his major within the original subject area (Engineering). A student who began as a math major but changed to history would be counted as a student who changed to a major in another subject area (from Physical Sciences to Social Sciences). A student who began in math, changed to history, then changed back to and graduated in math, would not count as having changed majors at all, since only the data on major of the first entry on the record card at Berkeley and major at the last entry on the record card were used; data on changes between the first and last entry were not used.

TABLE 36: Junior College Transfer Students
CHANGES OF MAJORS BETWEEN SUBJECT AREAS
The Number of Students Who Entered, Remained, and Finished in the Subject Areas

Number of Students Who:	Humanities	Social Sciences	Biological Sciences	Physical Sciences	L&S--No Major	Engineering	Agric., Chem., Env. Design	Professional Schools	Total
Entered the Area	82	129	54	60	19	181	60	75	660
Remained in the Area	73	126	44	49	3	179	55	75	604
Finished in the Area	81	154	49	53	3	183	55	82	660

NOTE: Of the 82 students who entered the subject area Humanities, 9 changed majors out of that subject area, leaving a total of 73 students who remained in the area. Eight students changed majors into the Humanities subject area from other subject areas; thus, 81 students finished in the Humanities.

TABLE 37: Junior College Transfer Students
CHANGES OF MAJOR [1] AND SUCCESS, BY SUBJECT AREA AT ENTRANCE
Comparison of the Success of Students Who Changed Majors at Berkeley with the Subject Area at Entrance

Success	Percentage of Students Who Changed Majors								
	Humanities	Social Sciences	Biological Sciences	Physical Sciences	L&S--No Major	Engineering	Agric., Chem., Env. Design	Professional Schools	Total
Graduated or Continuing	64	50	62	74	50	83	80	67	67
Withdrew with above "C" Average	21	25	15	5	--	--	--	--	8
Withdrew with below "C" Average or Dismissed	14	25	23	21	50	17	20	--	24
Withdrew before Completing First Semester	--	--	--	--	--	--	--	33	1
Number of Students	14	8	13	19	16	23	5	3	101

1/ See Tables 35 and 36 for explanation

TABLE 38: Junior College Transfer Students
SUMMER SESSION ATTENDANCE BY YEAR OF ENTRY AND GPA GROUP
Comparison of the Average Number of Six-Week Summer Sessions Taken by Students with Their GPA Group and the Year of Their Entry

Group	1961		1962		Total	
	Number of Students	Average Number of Summer Sessions Taken	Number of Students	Average Number of Summer Sessions Taken	Number of Students	Average Number of Summer Sessions Taken
1	21	.62	33	.91	54	.80
2	144	.61	146	.53	290	.60
3	114	.37	122	.41	236	.39
4	38	.50	42	.31	80	.40
Total	317	.51	343	.50	660	.50